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Text Types

for Primary Schools

BOOK

4



Peter Durkin • Virginia Ferguson • Geoff Sperring

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Introduction

Text Types for Primary Schools develops students' knowledge and understanding of texts and how they are structured. This knowledge will help students to create different spoken and written texts, as well as to interpret and respond more effectively to varied texts they will encounter throughout their lives. The text types highlighted in this series are stressed in all state curriculum documents, namely:

- New South Wales: *English K-6 Syllabus* and Support Document, Part 1, Teaching About Texts
- Victoria: *English, Curriculum and Standards Framework II*, Strands of Speaking and Listening, Reading, Writing, Substrands Text and Aspects of Language
- Western Australia: *First Steps Reading and Writing Developmental Continuum*
- Queensland: *First Steps Reading and Writing Developmental Continuum*.

The series consists of seven consumable student workbooks, Books 1-6 and a *Starter Book*, which each provide 26 units of work for use in teaching specific text types. Each unit consists of a double-page spread which includes text models and space for the student to practise writing in the text type.

All books in this series cover the following text types:

Factual texts
procedure

recounts

information report

explanation

exposition/discussion

Literary texts

narrative

poetic texts

literary recount

LEFT PAGE

Model page

Demonstrates specific text type.

Tyrannosaurus

Title

Structure

Classification

Description

Conclusion

Scale

An adult *Tyrannosaurus* grew up to 12 metres long, 4 metres tall, and weighed up to 7 tonnes.

Light and shadow

General report

Technical report

The *Tyrannosaurus* was one of the largest dinosaurs. It was a meat-eating dinosaur. It gripped its prey with great clawed feet, and used its sharp teeth and strong jaws to tear off large chunks of flesh. Its arms were tiny, and ended in hands with only two fingers. When the *Tyrannosaurus* couldn't catch its prey, it ate the carcasses of other dinosaurs. Although the *Tyrannosaurus* was slow moving, it was dangerous because it was the **most** ferocious of all the dinosaurs.

Theropod

Tyrannosaurus was one of the **theropod** group of dinosaurs. The **theropods** were meat-eating and they walked on two legs.

Write an information report

An imaginary dinosaur

Imagine that a new dinosaur has been found in the centre of Australia. Write your own information report about your imaginary dinosaur.

Large picture of the dinosaur

Name of the dinosaur

1 Classification What it is. What we call it.

2 Description What it looks like. What it eats. Where it lives.

3 Conclusion A finishing sentence.

Writer's Challenge

Information reports often contain long words. It is sometimes helpful to break them up into syllables. For example, *Tyrannosaurus*. Break these words into syllables.

1 dinosaur	3 carcasses	4 ferocious
2 meat-eating	4 dangerous	4 theropods

RIGHT PAGE

Activity page

Provides space for students to practise the text type.

The books have been designed to give students the opportunity to practise writing over an extended period. Thus, three or more units are generally dedicated to each text type. These are presented in developmental order, from least challenging to most challenging.



How to use this book

Before beginning the activity, extensive discussion should take place.

The following teaching techniques should be incorporated into each unit's work, in order to maximise benefits from the modelled text types:

- **Model** the text type—by showing and sharing how writing is devised.
- **Discuss and display** what the students need to learn next; for example, how to gather and sort information.
- **Show** how text types can be linked and compared; for example, by recognising similarities and differences between text types. Once students understand the fundamental characteristics of a specific text type, they are better prepared to practise writing in the specific text type.

The activities throughout all books allow students to develop the following skills, which are critical in the writing of text types:

- observation—describing what one sees
- listening—to instructions and other students' opinions
- memory—recalling what one has learnt
- questioning—asking questions of oneself and others
- thinking—working out problems
- transference—transferring knowledge from one text type to another
- co-operative skills—working within a group.

Assessment

Each book incorporates a strong assessment component, in order to allow for self-assessment and teacher assessment of individual students:

- Student self-assessment page—allows students to assess their own understandings, knowledge and skills in writing specific text types.
- Student progress chart—helps the teacher keep track of the student's work, and is a valuable assessment tool.

Scope and sequence chart

BOOK

4

TEXT TYPE

UNITS

Procedure

Procedural texts tell how to achieve a goal or an outcome through a sequence of steps. Examples of procedural texts include:

- ▲ instruction manuals
- ▲ recipe books
- ▲ safety manuals
- ▲ science books.

- 1 Yeast power
- 2 Pirate's treasure
- 3 Making a worm farm
- 4 A tricky party trick

Recount

Recounts record a series of events in the order in which they occurred. They tell how, what, where and when. Examples of recounts include:

- ▲ diaries
- ▲ letters/postcards
- ▲ journals
- ▲ autobiographies and biographies.

- 5 Our mud fight
- 6 A trip to the zoo
- 7 Shannon's journal

Information report/ Factual description

Information reports classify and describe general classes of phenomena. Factual descriptions describe a specific object, creature or natural phenomenon.

Both are accurate and factual, and use clear, straightforward language. Factual descriptions serve as an introduction to Information Report at junior levels.

- 8 Elephants
- 9 Tyrannosaurus
- 10 Mummies
- 11 Spiders

Explanation

Explanations describe in scientific terms how natural and technological phenomena come into being.

They are written to add to our store of knowledge.

- 12 How are rainbows formed?
- 13 Why do stars twinkle?
- 14 Why do we feel dizzy when we spin around?



TEXT TYPE	UNITS
Exposition The purpose of an exposition, or persuasive writing, is to convince you that what the writer is saying (or drawing) is true. Examples include: ▲ advertisements ▲ pamphlets ▲ references ▲ posters ▲ book and film reviews.	15 A letter to the kids' council 16 Spaghetti 17 Sun bars
Narrative A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader. Examples include myths, legends, fables, fairy tales, short stories and picture books. Structure: ▲ Orientation (setting the scene) ▲ Complication (problems/conflict) ▲ Series of events ▲ Resolution (solution of problems) ▲ Re-orientation/coda (optional)	18 Why the bear has a stumpy tail 19 The sick camel 20 On the way to school 21 Sunblossom's story
Poetic texts Poetry helps us to think about familiar things in different ways. It uses language, rhythm, rhyme and structure to capture the essence of a feeling, thought, object or scene. Forms of poetry include cinquain, haiku, limericks, diamante, lyrics, ballads, humorous verse.	22 Dirbs and gorf's 23 Definitions 24 In my head
Literary recount Literary recounts differ from factual recounts, in that they tell what the writer thinks and feels about what has happened.	25 My shed 26 My friend Pelican

Yeast power

Structure

Title

Materials

Sequence of steps

Evaluation

Yeast Power

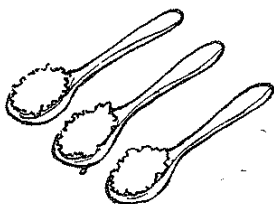
Things you need



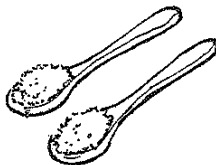
Balloon



150 mL warm water



Three teaspoons yeast



Two teaspoons sugar

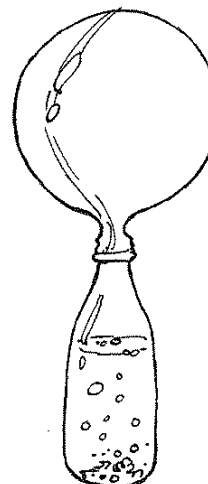


Narrow-necked bottle

What to do

- 1 Put the yeast and the sugar in the bottle. Carefully pour in the warm water.
- 2 Place the neck of the balloon firmly over the bottle.
- 3 Leave the balloon and the bottle in a quiet place for two or three hours.

If the gas blows up the balloon your experiment has worked.



Language features

Facts
Exact details and measurement

Commands
e.g. 'put', 'place'

Diagrams

Writer's Challenge

In procedures, verbs are often used at the beginning of sentences. These verbs are often in the form of commands such as 'put' or 'place'. Circle all the command words in the procedure above. Then make a list in the spaces below of eight different command words.

Fact file

Yeast is a very simple kind of plant called a 'fungus'. Fungi cannot make their own food, so they need to be fed. By adding some sugar to yeast you are 'feeding' it.

Write a procedure

Making damper

Work with your teacher and your class to make damper. Use books or recipes to find out what you need and how to make the damper. When you have finished eating the damper, write out the procedure so that you can make it again.

Structure

Title

Materials

Sequence
of steps

Evaluation

How to make damper

Ingredients

Utensils

1

2

3

4



**More
to do**

Bring to school your favourite recipe to combine in a class recipe book.

Pirate's treasure

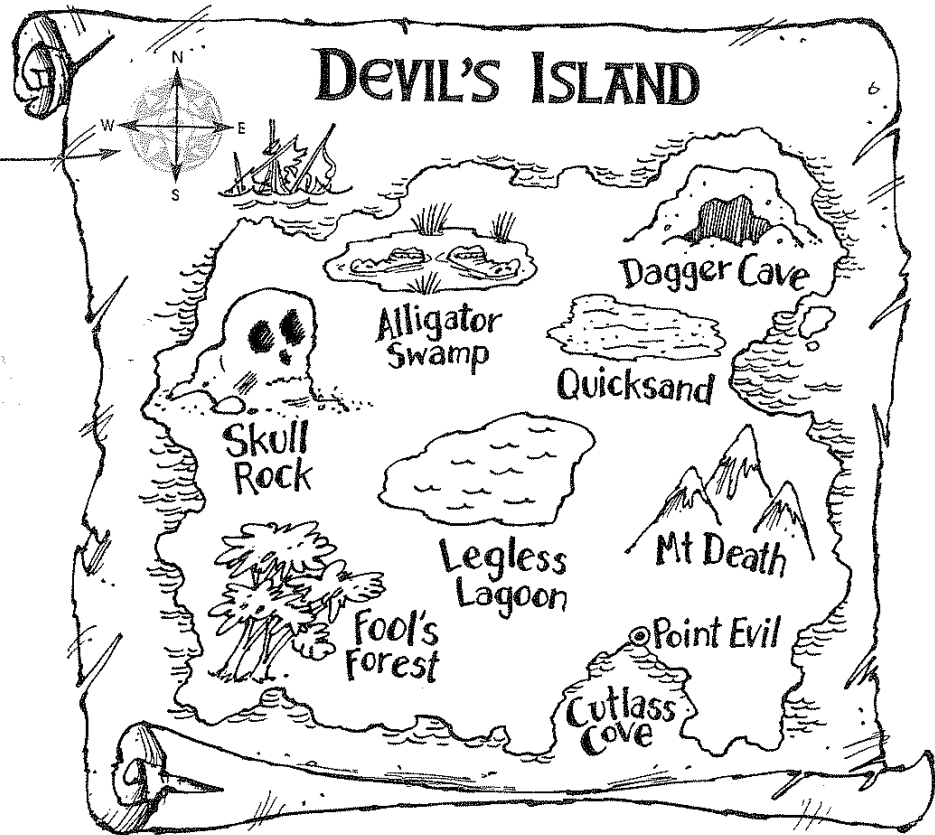
Below is a map of the island where a pirate's treasure is buried.
Follow the directions to locate the treasure. Mark the spot with an X.

Many maps have a compass to show direction.

Maps show the locations of different places.

Maps have the names of places written on them.

Some maps use pictures and symbols to show places.



Directions for finding the pirate's treasure

- ✕ Begin at Point Evil, near Cutlass Cove.
- ✕ Travel north-east over Mount Death.
- ✕ Head north to Dagger Cave—watch out for quicksand (pick up the shovel).
- ✕ Turn left and head west to Alligator Swamp.
- ✕ Keep travelling to Skull Rock.
- ✕ Dig near the mouth of the rock.
- ✕ The treasure is buried 6 feet down.

Good luck!

The directions take you step-by-step through the procedure for locating the treasure.

Writer's Challenge

- 1 Follow the directions to find the treasure.
- 2 Mark with an X the location of the treasure.
- 3 Trace in red the route you followed to find the treasure.

Write a procedure

Pirate's treasure

Design your own treasure map in the space below. Underneath it, write a set of directions for finding the treasure. Ask a friend to try it out.

Write the name of your island here.

Draw in the compass points to show direction.

Draw pictures or symbols to go with the places on your map.



Write the names of all the places on your island.

Directions

Write a set of instructions for locating the treasure. Make sure that your instructions are clear and ordered.

More to do

- ▲ Draw a plan of your house.
- ▲ Write a set of instructions for getting from the front door to your bedroom. Have a friend trace the route.

Making a worm farm

Structure

Title

Making a Worm Farm

Materials

Things you need

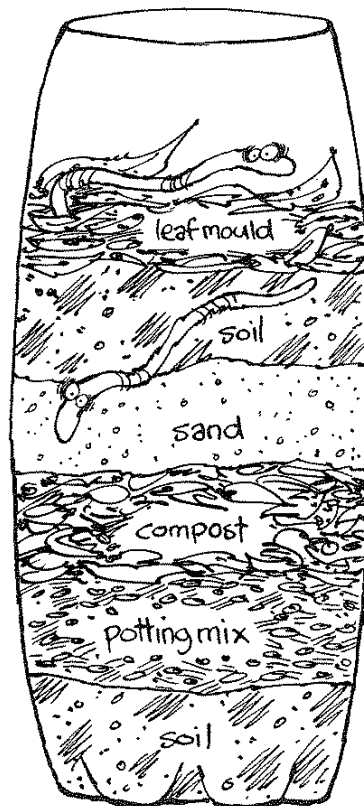
- a 2 litre plastic soft drink or fruit juice bottle, with the top cut off
- a large sheet of black cover paper
- leaf mould • sand • soil
- compost • potting mix • worms

What to do

Sequence of steps

- 1 Fill the bottle with layers of sand, soil, compost, leaf mould and potting mix.
*N.B. The leaf mould and compost are important, because the worms eat these.
- 2 Add a little water to keep the bottle moist.
- 3 Add the worms and watch them burrow down.
- 4 Cover the bottle with a cylinder of black paper to keep out the light. (Worms like the dark.)
- 5 Place the bottle in a warm spot.
- 6 Check the bottle regularly, and you will be able to see the patterns the worms make as they move through the different-coloured layers.

soft drink bottle



Evaluation

Did the worms thrive and make interesting patterns? If so, your procedure has been successful.

Writer's Challenge

In a good procedure, everything should be explained clearly. Test your procedure by reading the text above and answering these questions:

- 1 Why is black paper used? _____
- 2 Why are compost and leaf mould important? _____
- 3 Why is water added in step 2? _____

Write a procedure

Stone pets

At last! Here is a chance to make a pet that doesn't need feeding or exercising. Sort out the ideas in the Fact File to make a stone pet. When you are finished, write a procedure showing exactly how it was done.

Structure

Title

Materials

Sequence
of steps

Evaluation

Are you
pleased with
your pet?
Is it friendly?

You will need

What to do

e.g. My
Stone Swan

Before:

My pet before it was painted

After:

My pet after it was painted

Fact file

Stone pets

Find some odd-shaped stones that look like animals. Use paint brushes and acrylic paint. Stick on tails (wool or string), ears (paper) and eyes (tiny buttons). Spray on paint when your pet is finished (to make it glossy). Before you start painting, wash and dry your stone. You will need water to keep the brushes clean.

**More
to do**

Work in groups to create a puppet play, using your stone pets as characters. Perform your puppet play for the class.

A tricky party trick

Structure

Title

The title tells you the aim

Materials

Sequence of steps

There are five steps. Write the numbers in the boxes. The first is done for you.

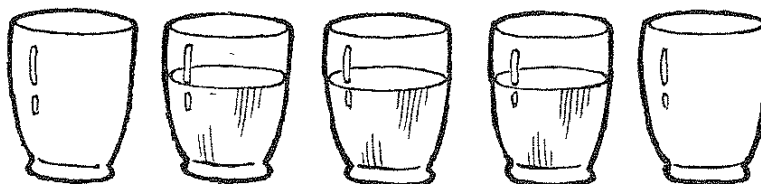
A Tricky Party Trick

Things you need

- five glasses
- water

What to do

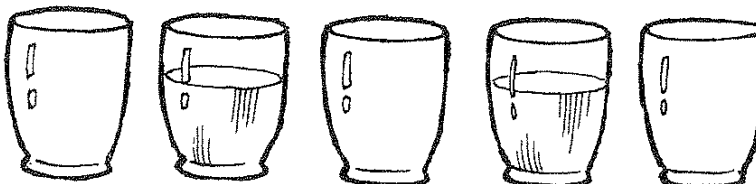
1 First, place the five glasses next to each other on a table. Next, fill the middle three with water.



Then ask the party guests 'Who can put the glasses so that the order is empty-full-empty-full-empty? Only one glass is to be moved.'

After a while everyone will give up. 'We can't do that!' they will say.

Then you smile, pick up the middle glass, drink the water and put it back in the middle.



Evaluation

It is a simple trick—and it always works.

Language features

Facts
Say exactly what is needed

Linking words to do with time

Action verbs
'ask', 'put'

Diagrams help with the evaluation. They show how the trick works.

Writer's Challenge

In procedures, action words are often used. List some action words in the spaces below. (The first two are done for you.)

1 ask

2 put

3 p _____

4 f _____

5 s _____

6 s _____

7 d _____

Write a procedure

My party game or trick

Structure

Title

You write it in

Materials

Write what
you need

Sequence of
steps

Evaluation

Did the trick
work?

Say whether
your trick
worked well.

Things you need

1

2

3

What to do

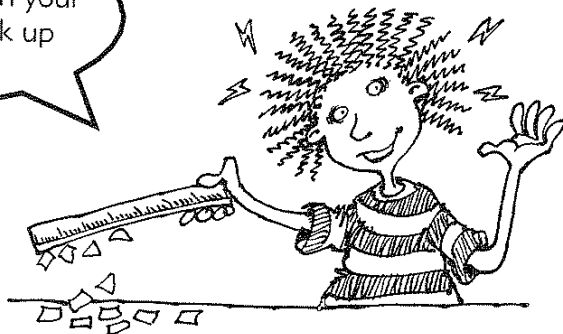
First ...

Some games
you may know

- Drop the hanky
- Pass the parcel
- Pin the tail on the dinosaur/ donkey/ dragon
- Simon says ...

A good trick

Rub a plastic ruler hard in your hair. Then use it to pick up small bits of paper.



More
to do

Dress up in magician's clothes and bring along your favourite magic trick. Perform your trick for the class's Magician's Day.

Our mud fight

Structure

Title

Orientation

Who? Where?
When? What?

Sequence of events

Concluding remark

Our mud fight

Last night Blake and I had a mud fight in the lane.

We started off by pushing our old go-kart in the mud. We got sopping wet. Then Blake dared me to sit in the mud, so I did! First in the little one, then in the big mud puddle in the lane. It was cold at 5.30 in the afternoon.

After that, Blake kicked water and splashed me. From that moment the fight was really on! I picked up some squishy mud. SPLATTT! Blake did the same. Mud was flying everywhere. There was mud all over the road in the lane, all over our jeans, all over our bikes. You should have seen the go-kart!

Blake smothered me with more mud. When Dad called us home he looked at us grumpily and said, "You'd better clean up quick-smart, or I'll kick your bum."

Chris McCormack, 9 years

Language features

Specific people's names—Blake (brother) and I (Chris)

Simple past tense

Action verbs

Linking time words

First person pronoun (I, we)

Writer's Challenge

Recounts use sentences that give the audience details about the subject. Imagine yourself in a mud or pillow fight. Write sentences that give details about it.

1 The pillow fight began...

add details

add details

add details



Why? _____

How? _____

When? _____

2 Dad growled

add details

add details

add details



Why? _____

How? _____

When? _____

Write a recount

Blake and Chris (opposite) are brothers who really enjoyed their mud fight. Think of an argument which involved you and your brother or sister, or a very close friend. What happened? What started it all? How did it end?

Structure

Title

Orientaion

Setting:

Who?

When?

Where?

Why?

Sequence of
events

What
happened?

Concluding
remark

Title



**More
to do**

Watch a news item on television (or read a newspaper account). Choose something you feel strongly about. Write an eye-witness account of the event. Make it sound as though you were actually there.

A trip to the zoo

Structure

Title

Orientation

When? Who?
Where?

Sequence of
events

Para. 1

Para. 2

Para. 3

Concluding
sentence

Author

My trip to the zoo

Last Wednesday our class went to the zoo. We went to see the butterflies and the reptiles, but I wanted to look at the lions.

The bus took a long time to get there because we were caught in the traffic. As soon as we arrived we got into groups. Mrs Green was looking after us, and Jack was in our group. Jack is naughty. He ran away twice. We found him near the bear's cage.

We looked at the butterflies. They were beautiful. Afterwards, we visited the lion's cage. Two of them were fighting. It was very exciting.

Then it was time to go. Everyone got on the bus again. When we were nearly home our teacher had a funny look on his face. We had left one person behind. It was Jack. The teacher had to jump off the bus to go and get him.

When we arrived home everyone was talking about the person we left at the zoo.

by Natalie, Year 4

Language features

Past tense verbs
e.g. 'went',
'wanted', 'caught'

First person
e.g. 'I', 'we'

The names of
specific people
e.g. 'Jack',
'Mrs Green'

Linking words
to do with time
'after', 'then',
'when'

Writer's Challenge

In recounts the events are told in the order that they happened. Make a short list of the things that happened on the excursion.

First _____

1 _____

2 _____

3 _____

4 _____

5 _____

Last _____

Write a recount

A trip to ...

Write about a trip or excursion that you or your class have been on lately.



More to do

- Write about one of the following:
- ▲ a visit you made to the zoo
 - ▲ an adventure with your pet
 - ▲ a visit to the vet.

Shannon's journal

Structure

Orientation

When

Where

Who

What

Sequence of events

Concluding comment

The authors reveal strong feelings about the place described.

18 Nov.

It's 3 days since we arrived at Pickerings Hut and I don't know where to start because there's a million things on my mind.

There are two families here—Mum, Dad, Kathleen and me, and our friends, the Lindsays.

We've been fishing, swimming, catching yabbies, bushwalking, reading, eating, talking and laughing. Yesterday Dad caught some yabbies in his bare hands and undies.

There are winding paths everywhere in the bush. The other day we walked for ages and found a hidden cave and waterfall. It was unbelievable!

This morning I saw some fish jumping out of the water, and I've never seen that before.

We all love Pickerings Hut. No phones, no electricity, no TV, no radio, no piano practice, no homework. Just peace, and the most breathtaking scenery.

Nothing's as good as Pickerings Hut. It's like a religion to us.

Shannon

Language features

Simple past tense
arrived,
walked, been

Action words
caught, love,
found, saw

First person
Use of words such
as 'I', 'we'

When writing a journal

- If you are the only one who will read your journal, you can write it any way you like, BUT you can't possibly fit everything in, so you need to choose things which are important to you.
- Write in the first person. Use words like 'I' and 'we'.
- Some journal writers do their journals in code like this:

Leonardo Da Vinci wrote his journals in mirror writing!

Writer's Challenge

Compound words are larger words which contain two or more smaller words; for example, sun + shine = sunshine. Refer to Shannon's journal and write these five compound words

e _____ w _____

w _____ f _____

h _____ w _____

b _____ t _____

b _____ w _____

Write a recount

My worst/best day ever

Choose a day in your life that you remember well. It could have been a really good day or a really bad day. Remember, this is factual journal writing, so write about the things that were important to you.

You choose

Structure

Orientation

Who
When
Where
What

Sequence of events

Tell about the events in the order that they happened

Concluding sentence



More to do

Begin a journal of your own. Write in a notebook or exercise book. Your journal is just for you—not for teachers or parents to read.

Elephants

A FACT CHART

ELEPHANTS

What kind of animal?

- ▲ Elephants are mammals.
- ▲ There are two species—African and Asian.
- ▲ The African elephant is the largest land elephant.

What do elephants look like?

- ▲ They are very large.
- ▲ The trunk is large and the mouth is small.
- ▲ Tusks are used for defence.
- ▲ The large ears act as radiators to keep them cool.

Where do you find elephants?

- ▲ They live in many parts of Africa and Asia.

What do they eat?

- ▲ Elephants eat about 130 kilograms of vegetation each day.
- ▲ Their diet includes fruit, grass, bark, twigs, roots, blossoms and crops.
- ▲ Their daily intake of water is about 130 litres.

An information report

Structure

Title

Elephants

Classification

Elephants are mammals. There are only two types—the bigger African elephant and the Asian elephant.

Description

What they look like

All elephants are large. A fully grown African male may be up to 4 metres tall. A feature of the elephant is its trunk, which is a fusion of nose and upper lip. It serves as an arm and a hand as well.

Food

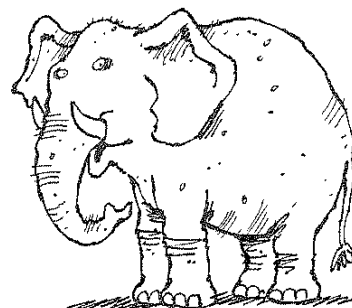
Elephants eat an enormous amount of food each day. They can devour vegetation covering 260 hectares in one day.

Future

A wide feeding area is vital for elephants, but they no longer have large areas to roam. Another threat is from hunters. They kill elephants for their tusks.

Conclusion

Despite the dangers, there is hope for the elephant. There are now parks set aside where elephants can live in a semi-wild state.



Writer's Challenge

Some of the facts from the Fact chart have been used in the information report. Use a red pencil to circle information from the fact chart that has been included in the information report.

Write an information report

A FACT CHART

LIONS

What kind of animal?

- ▲ Lions are mammals.
- ▲ They are carnivores.
- ▲ Other carnivores are ...

- _____
- _____

Where do you find lions?

- ▲ Lions are found in Africa and Asia.
- ▲ They live in the jungle and ...

- _____
- _____
- _____

What do lions look like?

- ▲ Lions have sharp claws.
- ▲ They have a large jaw and sharp teeth.

- _____
- _____
- _____

What do they eat?

- ▲ Lions are carnivorous, which means 'flesh-eating'.

- _____
- _____
- _____

Write your facts next to the dots.

Use the information from the fact chart and your own research to write an information report.

Structure

Title

Classification

Description

Conclusion

Lions

More to do

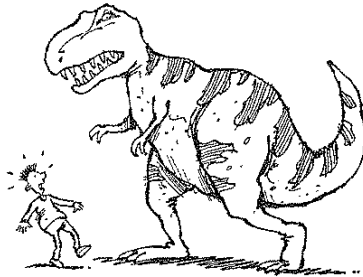
You have been asked to design a poster to help save an endangered animal. When you have completed your poster, display it in the classroom

Tyrannosaurus

Structure

Title

Tyrannosaurus



Scale

An adult *Tyrannosaurus* grew up to 12 metres long, 5 metres tall, and weighed up to 7 tonnes.

Language features

Labels and captions

Classification

The *Tyrannosaurus* was one of the largest dinosaurs.

Description

Paragraphs giving information about the subject

1 It was a meat-eating dinosaur. It gripped its prey with great clawed feet, and used its sharp teeth and strong jaws to tear off large chunks of flesh.

2 Its arms were tiny, and ended in hands with only two fingers.

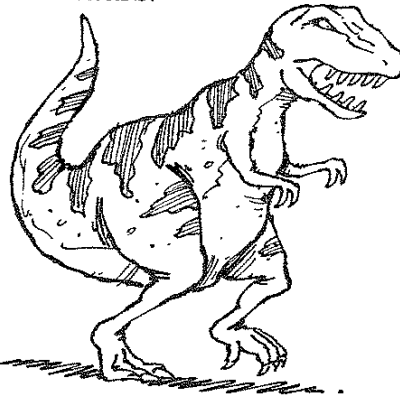
3 When the *Tyrannosaurus* couldn't catch its prey, it ate the carcasses of other dinosaurs.

General nouns

Conclusion

Round off the report

Although the *Tyrannosaurus* was slow moving, it was dangerous because it was the most ferocious of all the dinosaurs.



Theropods

Tyrannosaurus was one of the theropod group of dinosaurs. The theropods were meat-eating and they walked on two legs.

Technical terms

Writer's Challenge

Information reports often contain long words. It is sometimes helpful to break them up into syllables. For example, Ty/rann/o/saur/us. Break these words into syllables.

1 dinosaurs

3 carcasses

5 ferocious

2 meat-eating

4 dangerous

6 theropods

Write an information report

An imaginary dinosaur

Imagine that a new dinosaur has been found in the centre of Australia. Write your own information report about your imaginary dinosaur.

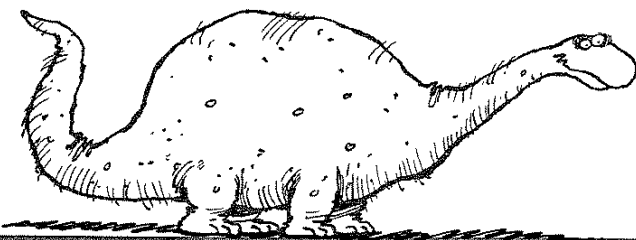
Large picture
of the dinosaur

Name of the dinosaur

1 Classification What it is. What we call it.

2 Description What it looks like. What it eats. Where it lives.

3 Conclusion A finishing sentence



**More
to do**

Choose your favourite animal, and write a report about it. Remember to include pictures and labels in your report.

Mummies

Structure

Title

Classification

Brief definition of topic

Description

Series of paragraphs about the subject. New paragraph for each new topic

Conclusion

Sums up report

MUMMIES

Mummies are specially treated dead bodies.

The ancient Egyptians believed that when they died their spirits journeyed to the world of the dead if their bodies were properly looked after.

The bodies were treated with preservatives and wrapped in linen bandages.

The bandaged body (known as a mummy) was fitted with a face mask and placed inside a mummy case which was painted with hieroglyphs religious texts and images.

Mummies were often buried with supplies for the world of the dead. These included food drink furniture and models of workers who would work for them in the next world.

Mummies discovered this century are almost 5000 years old which shows just how effective this method of preserving bodies has been.

Language features

Technical language

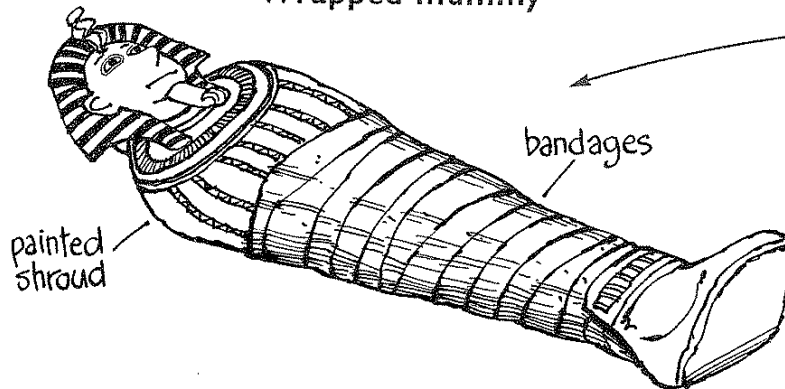
Topic

Sentences lead into the main part of paragraph

Diagram

Some information reports include a labelled diagram

Wrapped mummy



Writer's Challenge

Look up the meaning of the word hieroglyph, and write it here.

Design and draw a hieroglyph as a symbol for mummies.

Write an information report

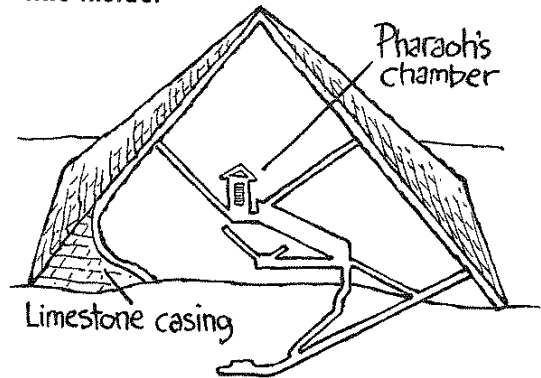
Pyramids

Use the fact file and the diagram to write an information report about Egyptian pyramids.

Egyptian pyramids

Handwriting practice lines for writing an information report about Egyptian pyramids.

This is what the Great Pyramid looks like inside.



Fact file

Egyptian pyramids

- The best-known pyramids are the three pyramids at Giza.
- The Great Pyramid at Giza was built 4500 years ago and is 146 metres high.
- There are over 80 pyramids at other places in Egypt.
- Pharaohs (rulers) were buried in pyramids with their clothes and jewellery.
- Pyramids were built with traps to protect the pharaohs.

More to do

Work with a partner. Create three pyramid nets of different sizes that you can cut out and fold to make the pyramids of Giza. Display them in the classroom.

Spiders

Structure

Title

Classification

Description

Series of paragraphs about the subject

A new paragraph for each new topic

Concluding sentence

Rounds off the report

Spiders

Scientists classify spiders as Arachnids. (They are not insects.) There are thousands of different kinds of spiders of various sizes, shapes and colours.

All spiders have two main body parts and eight legs. Their heads are not separate.

Most spiders have eight eyes but some, such as the spitting spider, have only six eyes.

Many spiders live in permanent homes. Some hunting spiders go from shelter to shelter. Web-making spiders usually live on their webs, which are made of spider silk. This is very strong and elastic. It is drawn out from silk glands in the spider's body, and is also used to make food traps and sacs to protect their eggs.

Spiders eat insects and other small animals. Most spiders kill or paralyse their prey with poisonous fangs. They can't chew, so they turn their food into liquid by using digestive juices from their mouths.

Some people are fascinated by spiders, while others are terrified of them. Although some spiders are dangerous, they eat pests in gardens and are generally very useful to people.

Language features

Generic term 'spiders', not any particular type of spider

Topic sentence preview what paragraph is about

Technical language e.g. 'silk glands', 'sacs'

PARTS OF A SPIDER

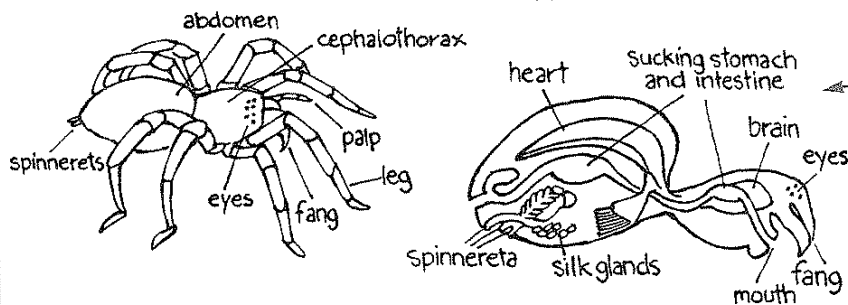


Diagram with labels

Writer's Challenge

Information reports help us to learn about the subject. Write three things that you learnt about spiders from this report.

- 1 _____
- 2 _____
- 3 _____

Write an information report

Honey bees

Use the fact file on this page (and your own research) to write an information report about honey bees.

Don't forget to include a labelled diagram in your information report.

Honey bees

Fact file

HONEY BEES:

- live in large colonies and are social
- family *Apidae*
- approximate size: 12 millimetres
- colour: bright yellow and orange
- food: nectar
- enemies: birds
- worker bees may travel 20 000 kilometres to make 500 grams of honey
- worker bees show where the honey is by dancing on the honeycomb at an angle of 45 degrees

More to do

Choose a topic that interests you, and prepare an information report to present as a talk to your grade. Check how much they learnt from your report by asking questions at the end of your talk.

How are rainbows formed?

Structure

Language features

Title

Question in heading

Introduction

Gives a description

Explanation sequence

Tells how and why

Conclusion



How are rainbows formed?

Technical terms
e.g. 'arch',
'refract'

A rainbow is an arch of bright colours that appears in the sky when the sun shines after a shower of rain.

Although sunlight looks white, it is actually made up of many colours. You see a rainbow as an arch when the sun is behind you and the sky in front of you is filled with raindrops.

When the sun shines on the raindrops it causes the light to refract (bend) and split up into its separate colours. The colours then fan out into the shape of a rainbow.

Words showing
how and why

There are seven colours in a rainbow—red, orange, yellow, green, indigo, blue, violet. Some people do not include indigo as a separate colour, and therefore say that a rainbow only has six colours.

Action verbs
e.g. 'bend',
'fan', 'split'

Writer's Challenge

Use mnemonics to help you with your spelling and writing.

A mnemonic is an aid to the memory. It comes from the Greek word *mneme*, meaning 'memory'. To remember the colours of the rainbow, for example, think up a sentence in which all the words begin with the letters in this order: ROYGBIV. For example:

'Ride on!' yelled General Bonaparte, 'into victory.'
Rabbits on yamahs get badly injured vertebrae.

Your turn

Now write a mnemonic for the planets.

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.

Write an explanation

What is wind?

Look at the Fact File below. Choose some facts to write your own explanation about wind.

Structure

Title

The title is a question

Introduction

A description

Explanation sequence

Tell how? and why?

Conclusion

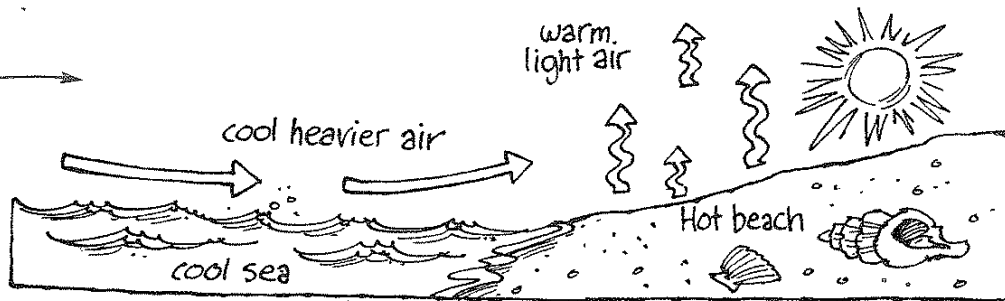
Diagram

Wind is

Where there is strong wind

When there is light wind

We get wind because



Fact file

- Wind is air that is moving.
- Where there is a strong wind, it means the air is moving quickly; where there is light wind it means the air is moving slowly.
- We get wind because:
 - some places are warmer than others
 - the warm air heats up, becomes light and rises
 - the cool air moves in to replace it.
- A wind blowing from the north is called a northerly. A wind blowing from the south is called a southerly.

More to do

Watch out! Tornado coming!

You are a TV news reporter. A tornado is coming. Write the weather report to be broadcast tonight. Present your report to your class.

Why do stars twinkle?

Structure

Title

Introduction
Tells about the topic

Explanation sequence

Series of points telling how and why

Conclusion
To sum up explanation

Why do stars twinkle?

When you look up into a clear night sky, you can see many twinkling stars.

These stars don't really twinkle; they just seem to.

There is a thick blanket of air around the Earth. The light coming from the stars must pass through this air.

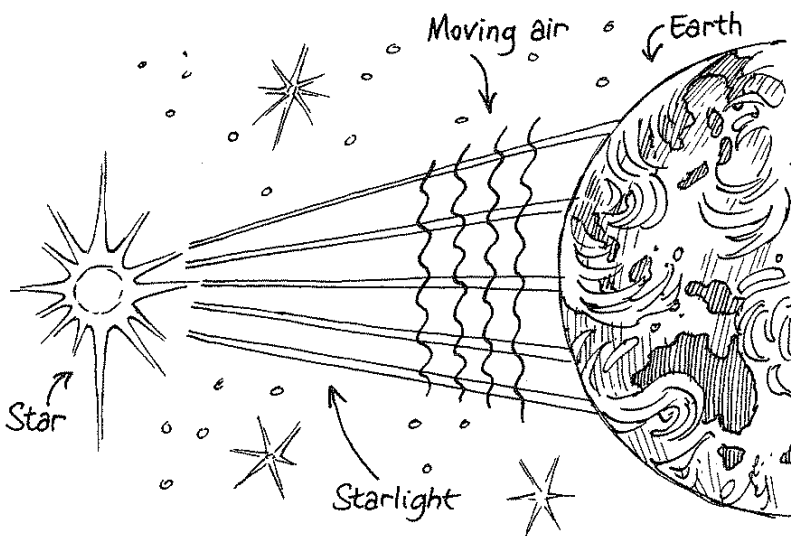
As the starlight passes through, it shifts or moves about. This happens because of moisture in the air, changing air temperatures and the constant movement of the air.

The shifting starlight looks to us like twinkling stars.

Language features

Words telling how and why
e.g. 'as', 'because', 'when'

Timeless present tense verbs
e.g. 'passes', 'shifts', 'looks'



Labelled diagram or illustration

Writer's Challenge Paragraphs

Paragraphs are made up of one or more sentences that talk about a particular part of the topic.

How many paragraphs are in the explanation above? _____

How many contain one sentence? _____

How many contain more than one sentence? _____

Write an explanation

Moon—Your own title

Use the information in the craters on the moon to write an explanation about why the moon shines at night. Remember to have a question in the title.

Structure

Title

Question in the title

Introduction

Explanation sequence

Conclusion

the moon does not shine with its own light

the moon reflects light rays that come to it from the sun

the sun shines on some part of the moon at all times

during the day the sun's light is brighter than the moon's and you can't see it

the moon is always reflecting the sun

at night, no sunlight hides the moon and you can see it clearly

More to do

Draw a clearly labelled diagram to illustrate your explanation.

Why do we feel dizzy when we spin around?

Structure

Title

Introduction

Explanation
sequence

Conclusion

Why do we feel dizzy when we spin around?

If you spin round and round, your sense of balance is affected and you feel dizzy.

Inside each ear there are three loop-shaped tubes (semi-circular canals) with watery liquid in them. When you spin around, this liquid also spins around.

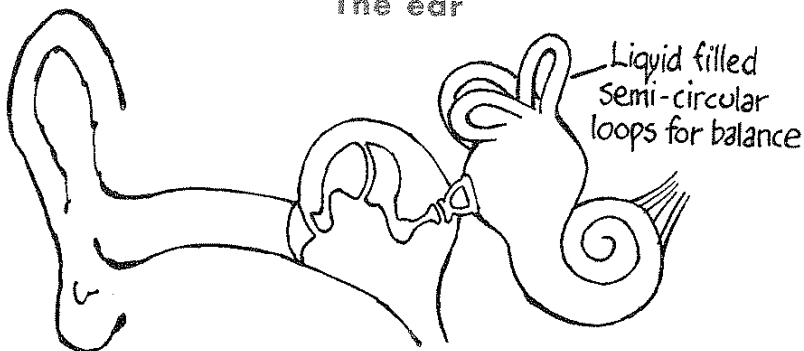
Special nerves pick up this movement and tell your brain that you are spinning. If you stop suddenly, the liquid keeps on squishing for a while.

Your brain continues to get the message from your ears that you are moving, but gets another message from your eyes that you have stopped. The two messages do not match, and so the brain attempts to match them by making your surroundings look as though they are spinning, too.

That's when you feel really dizzy!

After a while, the messages will match and the dizziness will disappear.

The ear



Language features

Technical term

Words showing
how and why
e.g. 'if', 'when'

Timeless
present tense
e.g. 'continues',
'pick', 'are'

Diagram
Many
explanations
include a
labelled diagram

What did you learn?

Work with a partner. Explain in your own words what you learnt about dizziness and balance.

Writer's Challenge

Explanations contain verbs written in the present tense; for example,

spin = present tense

spun = past tense

Circle all the present tense verbs in the explanation.

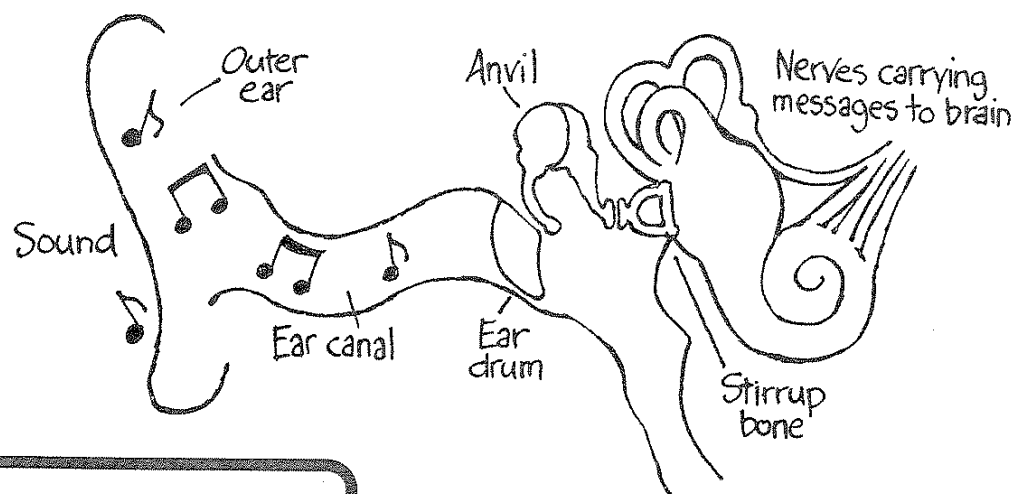
How many are there?

There are _____ present tense verbs.

Write an explanation

Why do we hear sounds?

Use the diagram below and the Fact File to write an explanation about sound.



Fact file

- Sound waves are vibrations in the air.
- Sound waves are collected by the outer ear.
- Sound waves cause the ear-drum to vibrate.
- The anvil, hammer and stirrup wobble and move the liquid inside the ear.
- Nerves pick up the liquid's movement and send messages to the brain.
- The brain makes sense of the nerve's messages and helps us to recognise the sounds.

More to do

Rehearse your explanation and present it to your grade as a report. You might like to use diagrams and demonstrations to illustrate your points.

A letter to the kids' council

Structure

Language features

Introduction
Tells the reader the topic

Argument
Stresses the writer's point of view

Concluding statement

Writer's details

The President,
Kids' Council,
Everton Primary School

Dear President,

As you know, there are only five older girls at E.P.S., and three times as many boys. We feel swamped! There is nowhere for us to sit and talk without the boys and little girls spying on us and following us round.

As well as this, the little girls invade our privacy and constantly beg us to play Barbies, hoppy and other babyish things.

WE MUST HAVE SPACE OF OUR OWN!

Could you discuss this with the boys, the little girls, the teachers and the Kids' Council, and try to find a way of solving this problem?

We look forward to hearing from you.

From The Girls of Years 3-6
Everton Primary School

Exclamation marks emphasise the points

Words for adding a further argument

Sentence paragraph

Ends with a personal statement

Writer's Challenge

When you are writing an argument, you need to set out clearly each point. Think about the conditions at your school. State your point of view by completing the sentences below:

Say what you need

At our school we need

Say why you need it

We need this because

Add another argument to support your point of view

As well as this

Write an exposition

A letter to the Prime Minister

Write a letter to the Prime Minister about something you would like changed. Remember to include arguments about what you feel is wrong and why you want it changed.

Structure

Your address →

Date →

Name of
the P.M. →

Prime Minister
Parliament House
Canberra ACT 2000

Name of
P.M. → Dear

I am writing to express my concerns about

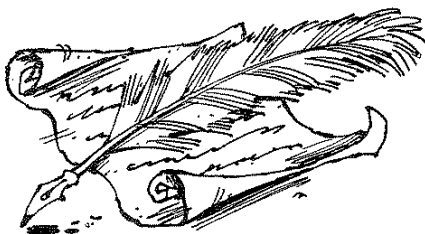
State what it
is about →

Argument 1 →

Argument 2 →

Concluding
statement →

Writer's
details →



**More
to do**

If you are happy with the letter above, use it as a model to write a perfect copy to the Prime Minister. Post your letter and wait for the reply.

Spaghetti

Structure

Title

Introduction
saying why you
agree or disagree

Arguments
Listing
important
points to
support what
you are saying

Conclusion
Summing up

Spaghetti

Some people say "You should not eat spaghetti. It is not good for you!" I do not agree!

First, "It is not good for you" is not true. Spaghetti is good for us. Pasta (including spaghetti) and bread forms one of the major food groups, and at least four serves a day should be eaten as part of a healthy diet.

Spaghetti increases our energy, and it doesn't have much fat at all.

The facts prove that spaghetti with sauce is a healthy meal.

But the real reason children should eat spaghetti is because they love it. It's yummy and sloshy. It has the best feeling—just like worms slithering down your throat.

Adults, leave spaghetti alone and let us kids enjoy it!

Stuart and Marnie, Year 3

Language features

Talking marks

Words which
show feelings
— e.g. 'love', 'best',
'enjoy'

Exclamation mark
show strong
feelings

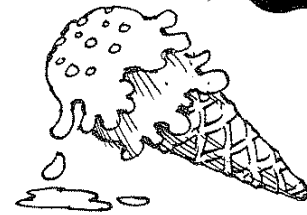
Writer's Challenge

Expositions or arguments say how you really feel about something. Write how you feel about spaghetti in the lines below. Say why you like or dislike it.

Write an exposition

Ice cream

Some people say "Children should not eat ice cream.
It is not good for them."



YOUR TURN

1 Write your point of view

I think ice cream is

2 Arguments to support your point of view

Argument 1 *Ice cream is good/bad for you because*

Argument 2 *Another reason ice cream is good/bad is because*

Argument 3 *In addition, almost every child likes/dislikes ice cream because*

3 Conclusion (sum up)

*There are lots of reasons children like/dislike
ice cream, but the most important one of all is*

**More
to do**

Work with a partner. Write about "Fish and Chips". Brainstorm reasons why they are good (or bad) for children. Use the ideas to write an exposition on this topic.

EXPOSITION

Sun bars

ONLY
\$1.95

**Sun
Bar**

The hot new taste sensation

Creamy caramel covered in a smooth,
dark chocolate, dipped in luscious mixed nuts
and all wrapped up in a
crisp, delicious pastry.

Microwave them,
fry them or oven bake them,
but, whatever you do, have them HOT.

BE COOL! Try a HOT Sun Bar

Write how
much the
product costs

Provide an
illustration of the
product

Write a catchy,
clever saying
that will stay in
people's heads

Identify the
produce

List all the
details and
features of the
product

Writer's Challenge

There is a great deal of persuasive language in the advertisement. Re-read it and list all the words or terms that you think would persuade people to buy Sun Bars.

Write an exposition

Writing an advertisement

Create a new food product. It might be a different ice cream, drink, hamburger, chocolate bar or pie; anything edible, really. Design an advertisement to promote your new product.

Identify the product and draw an attractive picture of it

List all the features of the product

Show clearly how much the product costs

Write a clever memorable saying about your product



More to do

Choose a product that is sold by your school canteen, and design an advertisement to promote it. Display your advertisement near the canteen.

Why the bear has a stumpy tail

Structure

Title

Orientation

When?

Who?

What?

Sequence
of events



Resolution

A Norwegian myth

One fine day the Bear met the Fox, who was skulking along with some fish he had stolen.

"Where did you get all those fish?" asked the Bear.

"I caught them, of course!" said Fox.

"I'd love to catch fish," sighed the Bear. "Would you teach me?"

"It's easy," replied Fox. "Go to the ice, cut a hole in it and stick your tail down. You must hold it there for a long time."

The Bear sat with his tail in the hole for ages. He was shivering with cold.

"There must be lots of fish on my tail by now," he thought.

So he stood up quickly, turned around, and his tail SNAPPED off!! It had been in the water for so long that it had frozen.

So the poor Bear caught no fish and most of his tail had gone. And that's why the Bear goes about with a stumpy tail to this very day.

Language Features

Title begins with 'Why'

Myths explain 'why' things happen

Dialogue

When direct speech reported, inverted commas are used

Animal characters

In myths there are often good animals (Bear) and bad animals (Fox).

In the conclusion, reasons are given for why the bear has a stumpy tail.

Writer's Challenge

Myths often have animal characters who behave like humans. Read the story again to find out:

1 Why the bear is not clever. _____

2 Why the fox is cunning. _____

Myths come from every country in the world. From which country did this myth come?

Write a narrative

An Australian myth

Write your own myth about an Australian animal.

Choose from the list below, or make up one of your own.

- "Why the joey rides in the kangaroo's pouch."
- "Why the kookaburra laughs."
- "Why the frill-necked lizard has a spotted frill."
- "Why the platypus has a duck's beak."

Structure

Title

Introduction

Who?

When?

Where?

Why?

Sequence
of events

Events

Resolution



**More
to do**

Why do animals have tails? Choose an animal. Draw it on a large sheet of paper. Write a short story explaining why that animal has its kind of tail. Display your drawing and story in the classroom.

The sick camel

Structure

Title

Orientation

Telling who?
where? when?

Complication

This triggers off
a series of event

Sequence

of events

The character
reacts to the
complication

Resolution

The Sick Camel

Once, a long time ago, there was a camel who lived all by himself on the edge of an oasis in a huge desert.

One day he fell ill, and all his friends and relations came to visit him.

They decided to stay for a while, just to keep an eye on their sick friend.

When the camel felt better, his visitors left and he began to search for something to eat. His food was all gone. There was not a date, nor a palm tree in sight. There was no grass to be seen. The camel's friends and relations had eaten every bit.

What could he do? He had no choice but to set off ... and search for another oasis.

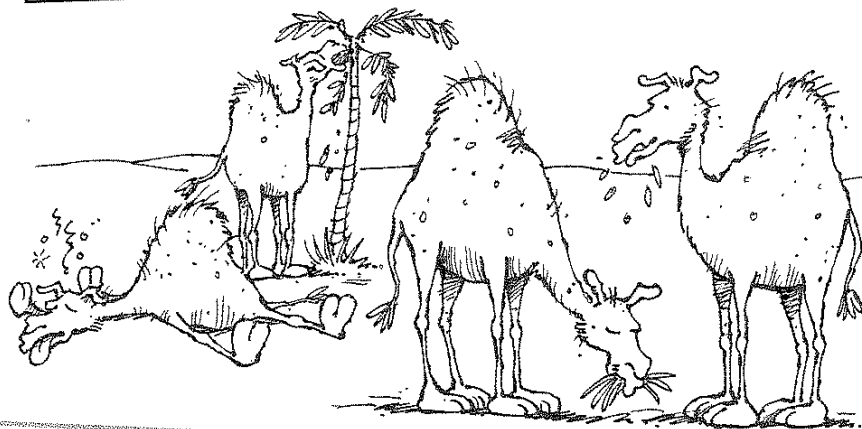
Language features

Use of time words

e.g. 'once', 'one day', 'when' to connect events

Repetition

Three sentences all saying the same thing. This emphasis stresses the importance of the news.



Writer's Challenge

In narratives, the writing is often in the same order as things happened. This is called 'sequence'. In the spaces below, write the sequence of events in the story above. There is not much space, so you will have to summarise the events.

First _____

Second _____

Third _____

Last _____

Write a narrative

Write an animal story

Your story could have a happy ending or you might choose to write a story with an unexpected ending.

Structure

Title

Orientation

Who?

What?

When?

Where?

Complication

Something happens to him or to someone else

Sequence of events

Tell the story in the right order.

Resolution

A tricky end or a happy end?



More to do

Write a story about an animal which becomes ten times its normal size, or about a person who shrinks to the size of a thumb nail.

On the way to school

Structure

Title

Orientation
Telling who
and where

Complication
Triggers a
sequence of
events

Sequence
of events
Character
reacts to
complication

Resolution

On the way to school

Once upon a time there was a boy called Tim. He lived in Montrose. One day, Tim was walking to school. It was a warm 39-degree day.

Tim got the feeling something spooky was going to happen. There was going to be a cool change later, and hot and cold air banging together sometimes causes tornadoes.

Tim didn't have a good day at school. He had a fight with his friends, and had been given a detention.

While Tim was walking home after school he felt the wind roaring past him. He was so scared, he was shaking. He went into a house and stood under a doorway. He didn't know whether he would stay alive or not. The tree branches were blowing through windows, the wind was knocking down houses and killing people. The whole house shook. Tim was absolutely terrified!

Suddenly, the blowing stopped. Tim had survived the worst tornado in living memory. No one lived in the house. Tim quickly ran home to Mum. Luckily his family was okay.

It was the scariest day in his life.

Language features

Proper nouns
e.g. 'Tim',
'Montrose'

Past tense
verbs

Combines short
and long
sentences

Use of time
words to connect
events
e.g. 'suddenly',
'when'

Not such a
good ending.
Tim had to
finish the story
before the bell
went.

Writer's Challenge

Action words

In narratives, action words (verbs) are used to describe what is happening. Look again at the story above to find the missing action words for the spaces below.

- 1 The tree branches _____ through windows.
- 2 One day Tim _____ to school.
- 3 No one _____ in the house.
- 4 The whole house _____.

The sentence "He went into the house" is in the story. Brainstorm action words to use in place of 'went'.

Write a narrative

A cold and windy night

The beginning has been written for you. You complete the story.

Structure

Orientation

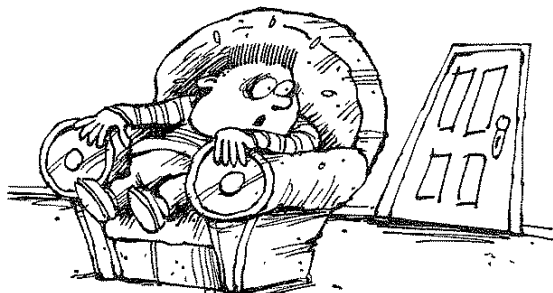
Once upon a time we were home alone. It was a cold and windy Friday night. Suddenly, there was a knock at the door.

Complication

Sequence of events

What
frightening
or exciting
event takes
place?

Resolution



More to do

Look up the word 'eerie' in your dictionary, and then write an eerie story.

Sunblossom's story

Structure

Title

Orientation

Who?

When?

Where?

Sequence of events

Resolution

A narrative with a moral ... good looks are not as important as a good nature.

Sunblossom's Story

Once upon a time, in a town called Serendip, lived a beautiful girl called Sunblossom. She was perfect in every way—clever, kind and gentle. Everyone loved her.

In a nearby town lived three boys whose names were Black, Jack and Slack. Black was nasty, but very handsome; Jack was ordinary-looking, but gentle, kind and clever; and Slack was in-between.

One day, while travelling, the three boys arrived at Serendip, and who should they meet, strolling along a flowery path, but Sunblossom!

"May I help you?" she asked in a soothing and musical voice.

The three boys fell in love with her on the spot. "I love you!!!!" they all cried at once.

Sunblossom smiled. "Well, I can't marry you all," she said. "Who loves me the most?"

"I love you as much as I love my gorgeous face," smirked Black.

"I love you because I can tell that you're a kind and happy person," smiled Jack.

"And I love you because you're quite nice and quite good-looking—and so am I," said Slack.

Whom did Sunblossom choose?

Black? NO! Slack? NO!

She chose kind and ordinary-looking Jack. YES!

A short time later they were married, and they lived in peace and happiness for ever.



Language features

The heroine's name. In stories the heroine is nearly always perfect.

Rhyming names. This is unlikely to happen in real life.

Sentence length. Some sentences are long and some are short.

Quotation mark. There is often dialogue in narratives.

Descriptive words. e.g. 'gorgeous', 'good-looking', 'beautiful'. These are words for a romance narrative.

Writer's Challenge

Adjectives are frequently used in narratives to describe the people and events in the story. There are many adjectives in Sunblossom's story. Circle them. How many adjectives did you circle?

Write a narrative

A good/bad surprise

Write a story about a good or a bad surprise. It could be about something really good or bad that happened to a made-up character, or you could be the main character in the story.

Structure

Title

Orientation

Who?

Where?

When?

Complication

What

happened?

Sequence of

events

Did something

especially good

or especially

bad occur?

Who was

shocked?

Why?

Resolution

The end

should make

people feel

happy or

amazed

Once upon a time ...

And they lived happily ever after.



More to do

Write a story about a king who wanted to be a tap dancer, or a teacher who runs away from her class, or some children who get into BIG TROUBLE!

Dirbs and gorfs

Structure

Title

Verses

Dirbs and Gorfs

A puzzle rhyme

I am a DIRB
With eggs in a nest
I have feathers and wings
Flying is best!

I am a GORF
And hide near a rock
Close to some water
Hear me: "GROCK! GROCK!"

I am a SOPSUM
You'll hear me at night
High in the treetops
Hidden from sight.

I am a DERSIP
I spin night and day.
Miss Muffet was eating—
I scared her away!

I am a KARSH
In ocean or sea
With sharp rows of teeth—
People fear me.

I am a SENKA
I s-s-slide on the ground.
I have no legs-s-s
And don't make much s-s-sound.



Language features

Short lines

Rhythm

Many poems have a distinctive beat. Read the poem aloud. Tap the beat as you read each verse.

Repetition

Each verse begins with the same words 'I am...'

Alliteration
e.g. 's-s-slide',
's-s-sound'.
Alliteration is the same sound at the beginning of words.

Writer's Challenge

In this puzzle poem the mixed-up capital letters are the names of birds or animals. Next to the mixed-up letters write the correct names.

DIRB _____

SOPSUM _____

KARSH _____

GORF _____

DERSIP _____

SENKA _____

Write a poem

Your own puzzle rhyme

Choose a friend or a person you know. Write down a list of facts about the person. For example likes, dislikes, sport, food favourites, special colours, family. Use these ideas to write a poem.

Ideas

My name is Sam
I like singing and fun
My good friend Jay
He's my Number One!

My name is Kate
I live in a flat
With a brother and sister
A dog and a cat.
(oops! Forgot Mum!)

Make sure
things you write
about are true (no
silly rhymes).

Title: **People I know**

My name is

My name is

My name is

My name is



More to do

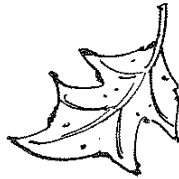
Write a poem for someone who is special to you. It does not have to rhyme, but it must be short. Say how you really feel. When you have finished your draft, write your poem out again and decorate it. Give it to your special person.

Definitions

An ideal way of preparing for poetry writing. Poems are shorter than stories, and we need to be able to express ideas and feeling in fewer words.
Be daring. Your definition should ring in the reader's mind, and be remembered.



A FRIEND is...
good to play with



A LEAF is...
a tree's finger



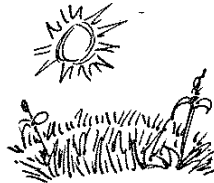
SADNESS is...
a teardrop



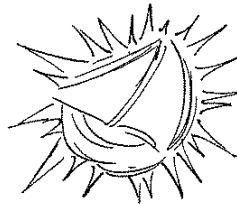
THE BEST SOUND is...
the silence of stars



SILENCE is...
golden!
Really, it is cruel
and lonely.



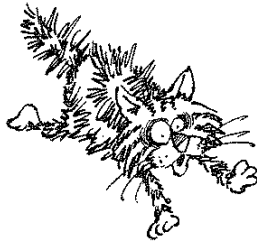
GRASS is... the
earth's blanket



THE SUN is... an
orange yacht sailing
on pale blue paper.



A DOG is...
a flea's best taxi.



MY CAT is...
a wild fluff that zips
around the house.



LONELINESS is...
knowing nobody
in a big crowd.



A FLOWER is...
for bees to rest on
after a long buzz.



A LEAF is...
green; as green
as a cabbage.

Writer's Challenge

Adjectives are words which describe nouns; for example, a tall boy, a narrow passage, a secret cave, a purple person. Look in the text above and find these adjectives. Write the noun they describe in the space.

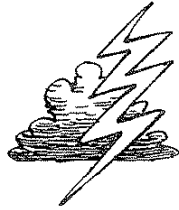
best _____
wild _____
big _____
orange _____
long _____
pale blue _____

Write a definition

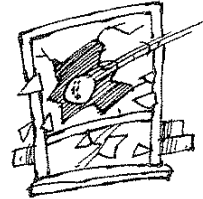
Write definitions for these, then try some of your own.

These short sentences should be so refreshing that readers will remember them for ages.

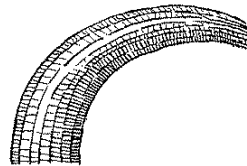
LIGHTNING is...



TROUBLE is...

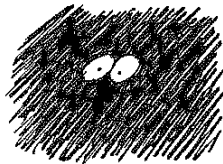


AN ANT is...

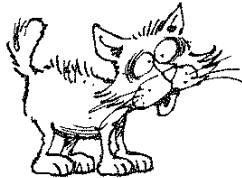


A RAINBOW is...

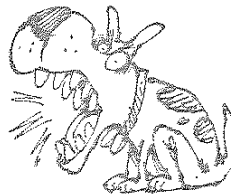
BLACK is...



A FEATHER is...



A KITTEN is...



BARK is...

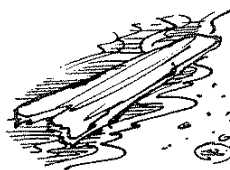
HAPPINESS is...



A BABY is...

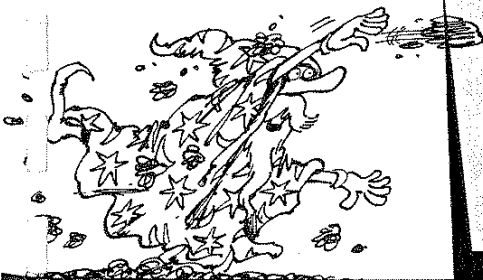


A GOOD BOOK is...



DRIFTWOOD is...

**More
to do**



Write and illustrate some definitions of your own. Think of—FEELINGS—excitement, amazement, happiness, sorrow, anger, pity, or NATURE—blossom, wind, thunder, hail, sunshine, shadows, dirt, mud, crops, or ANIMALS—a horse, cat, kitten, puppy, lion, cockroach, giraffe, or PEOPLE—Nan, Mum, Dad, friend, teacher, neighbour, footballer, swimmer, or any other topic you could write about. Compare your definitions with your friends. Make a class booklet—Happiness is... Freedom is...

In my head

In my head...

In my head are...
 school tests and rules,
 minding the twins,
 helping Mum shop,
 And everyone smiles,
 "What a good boy!"

In my head are
 fast rollerblades,
 yells, bangs and shouts,
 answering back,
 And everyone frowns,
 "What a bad boy!"

Brett, Year 4



For the teacher

Some poems RHYME, some don't.

Brett's poem doesn't rhyme—but it isn't just chopped-up sentences. He has thought about the framework: the lines and verses are much the same length and all the shorter lines have four beats. The two verses balance each other.

In verse one, he tells of the responsible things he does, and the adults' response

In the next verse he tells of different activities and the response.

Writer's Challenge

MY THOUGHTS RIGHT NOW.

Jot down exactly what is going on in your head. If you can't think of anything, write, "My name is Sven and I'm in a classroom. I can't think of anything to write ..."

Let your thoughts roam free!

Write a poem

What things are inside your head? Thoughts, ideas, feelings.

On scrap paper, jot down as many things as you can.

Organise them into two or three verses. Make each verse balance the others. Think of a title—and off you go!

Leave a line
between each
verse.

Think of all your
moods and the
different thoughts
you have.

Use rhyme if you wish BUT no silly rhymes e.g. I think of Sydney/And my Aunt's kidney!



More to do

Write about the things that might be inside these people's heads: your mother, father, your teacher or friends. When you've finished, show it to the person. Were you right?

My shed

Structure

Title

My shed

Orientation

We have two sheds at home—a brand-new, shining aluminium one, and an old tumbledown shed. No one else wanted the tumbledown one, so it's mine!

Sequence of episodes or events

1

My shed is the best! Cockroaches, crickets, ants, caterpillars and beetles wander or creep or scurry around, and I spend hours watching them.

2

The darkest corner is where I write stories and think up ideas for funny games. I use an old bucket for a table, and I have a pencil and notepad.

3

So many things happened in my shed. It is full of memories. One day some escaped pirates came in for a chat. Not long ago, I tiptoed in and saw an alligator with a leg hanging out of its mouth. It got a fright and ran off.

Conclusion

I wouldn't swap my shed for a million dollars!

Author

A.P. Year 4

Language features

Exclamations
Literary recounts allow the writer to express his/her feelings

Personal pronouns
'I', 'my', 'we'

Imaginative writing
In factual recounts the writer tells exactly what happened. Literary recounts are about feelings and imagination.

Writer's Challenge

Write the opposite of these words from the story.

new _____

few _____

worst _____

yours _____

brightest _____

old _____

empty _____

captured _____

would _____

To the teacher

This is not a factual description of A.P.'s shed. That kind of description would include size, timber, broken windows, wooden floor etc. This is a literary recount because it tells what the writer thinks of the shed and the things that happened there.

Write a literary recount

A special place

Do you have a special place where you go to be by yourself? Under the bed? A bush or a tree or a garden? Describe the place and explain how you feel about it. Say why you like being there and some of the things you do.

Structure

Orientation

Where is your special place?

Sequence of events or episodes

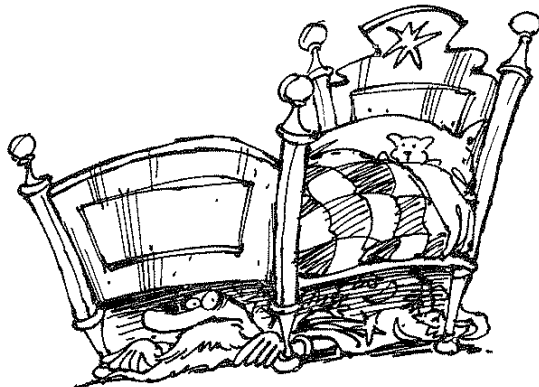
The events or episodes do not have to be in a special order.

Write a new paragraph for each new episode.

Conclusion

Author

Title _____



More to do

Retell the story of 'The Three Pigs' from the point of view of the big bad wolf. You could start off like this...

"I was walking along a lonely road when suddenly I saw this little pink snout poking out of a crack in the window of a tiny straw house. I said 'Little Pig, Little Pig, let me in. But it said ... Not by ...'"

My friend Pelican

Structure

Title

My friend Pelican

Orientation

What he looks like

Where he lives

What he does

Unusual events

Author

My friend Pelican has a moustache and a beard and black hair. He lives at Cobar. He comes out to Louth to cook tea for the shearers. Sometimes he musters the sheep. He lives by himself. He lives by a lake, and there are fish and yabbies in the lake. He is a nice man. He found a mussel shell in the Darling River, and he carved a map of Australia on it and gave it to me. He went out pig chasing and found an emu's nest and got an emu's egg. He drained it out with a steel straw and also carved it with a bit of sanding paper. It had a koala, kangaroo and an emu on it. He gave it to my mum.

John, aged 9, Louth, N.S.W.

Language features

In good literary recounts, the writer provides a vivid pen picture of the person or thing described.

In this recount John shows how he feels about his friend 'Pelican' by recalling some of the different or unusual things he did.

Writer's Challenge

Pelican is an active man who enjoys doing things. Verbs are doing words.

There are more than 10 verbs in John's writing. Write some here.

Verbs

C ____ M ____

C O ____ K

M ____ S ____

F ____

C ____ V ____

D R ____ D

sketch John's mussel shell

sketch the emu's egg which Pelican gave to John's mum

Write a literary recount

Write about someone you like, whom you know well. What are the things you like about the person? What is strange or interesting about him or her? How does she or he look? What shared experiences have you had? How do you feel about this person? At the end your readers should feel as though they really know the person.

Structure

Title

Orientation

What she or he looks like

Where she or he lives

What she or he does

Some unusual or different things about the person

Author
Write your own name



More to do

On a separate page, write a description of a famous singer or sports person you would like to have as a friend.

Writer's word list

able
ago
air
almost
ask
baby
bad
ball
beautiful
been
being
better
bird
black
blue
book
both
box
boys
brown
buy
call
cannot
cat
caught
city
clothes
cold
comes
coming
days
decided
different
dinner
does
doing
dollars
each
earth
Easter

end
enough
even
everybody
everyone
everything
eyes
face
family
favourite
feel
feet
fell
few
fight
fire
fish
five
flying
food
four
funny
gave
gets
getting
girl
girls
give
great
green
hair
half
happened
happiness
happy
hard
having
he's
head
hear

hit
hole
hope
horse
hour
ice
inside
it's
jumped
keep
kids
killed
kind
lady
land
last
later
let
light
liked
live
live
living
looking
lot
lots
love
lunch
mad
maybe
men
mouse
Mrs.
must
named
new
night
nothing
now
open

opened
outside
parent
party
picked
place
plane
planet
playing
police
pretty
probably
rain
read
ready
real
ride
rocket
run
sadness
same
says
sea
show
sister
sleep
small
someone
sometime
soon
space
spring
stairs
start
stay
still
stop
stopped
store
story

sudden
summer
sun
sure
talk
teacher
television
ten
than
those
through
time
today
together
town
tree
tried
trip
trouble
try
turn
turned
under
until
vacation
walk
walked
walking
war
wasn't
watch
week
which
wind
window
woke
wouldn't
yes
you're

What I think about my writing

My writing goals (TO BE COMPLETED AT THE START OF THE YEAR)

Things I can do

JUNE

DECEMBER

Things I need to improve

JUNE

DECEMBER

Student's writing profile

Code
E = Established
C = Consolidating
B = Beginning
NA = Not Apparent

INDICATORS		CODE			
		E	C	B	NA
1 Recounts					
Understands that recounts can record events and can re-tell personal experiences					
Understands that recounts include diaries, news reports, journals, biographies					
Provides details of setting/environment					
Interprets events imaginatively and elaborates the most important					
Elaborates aspects of character in relation to events					
Develops character by use of dialogue or important actions					
Sustains recount topic throughout					
Writes a concluding statement that summarises/evaluates the recount					
Maintains past tense					
Uses varied conjunctions and linking time words					
Groups related sentences into paragraphs					
2 Procedures					
Demonstrates understanding of the range of purposes for written procedures					
States goal in precise language					
Lists materials required under heading and uses appropriate layout					
States method/instructions in detail and in correct sequence					
Uses diagrams and labels to support text					
Refers to classes of things as well as specific things within that class					
Uses action words to begin steps in procedure					
Maintains simple present tense					
Uses linking words such as 'next', 'after'					
3 Reports					
Understands that reports provide information					
Writes an introduction with a generalisation/classification					
Includes some detailed, accurate description of the report subject					
Elaborates upon special features of subject					
Makes relevant comparisons to aid in visualising the subject					
Uses paragraphs to organise information					
Uses specific vocabulary related to subject					
Maintains timeless present tense					
Uses linking verbs and timeless action verbs effectively					
Writes a concluding paragraph that includes the main aspects of the report					

INDICATORS

CODE

4 Explanation

E C B NA

- Recognises that explanations explain how things work, and provides reasons for phenomenon
- Includes information in a logical sequence
- Explains links between cause and effect
- Uses cause and effect linking words, e.g. 'if', 'when', 'why'
- Uses simple present tense consistently
- Uses passive voice, e.g. 'is caused by'
- Uses a range of subject-specific terms

5 Exposition

- Writes an introduction that provides content for the argument following
- Provides adequate information in a logical, systematic way
- Attempts some generalisation
- Includes some personal judgements about the topic
- Attempts a summarising paragraph that re-states/reinforces the position adopted
- Makes effective use of conjunctions such as 'too', 'also', 'although', 'however'

6 Narrative

- Understands that stories are written for a variety of reasons (to entertain, teach, inform etc.)
- Chooses a suitable title
- Includes details of time, place and characters to establish context
- Uses detailed description of characters
- Includes events which develop into complications
- Uses environment to build suspense
- Attempts to tie together events in order to provide a satisfying conclusion
- Resolves conflicts in the story
- Uses some similes, metaphors and imagery to add interest
- Uses a variety of sentence lengths to change tempo of writing

7 Writing strategies

- Uses other texts as models for own writing
- Adds to/improves writing in response to suggestions from peers, teachers, helpers
- Presents writing in a legible and attractive format appropriate for the audience
- Attempts new words in writing, even though unsure of correct spelling
- Identifies and corrects errors in known spelling, using a variety of strategies and resources
- Checks drafts for meaning and correct use of writing conventions

Text Types for Primary Schools

	BOOK 6	BOOK 5	BOOK 4	BOOK 3	BOOK 2	BOOK 1
FACTUAL TEXTS						
Procedure	- How to make a shadow puppet - How to build a beam bridge - How to make worm filters - How to make a rheumatope	- How to make a compost bin in a soft drink bottle - Maps and directions - How to make a bull-roarer - The four torn edges	- Yeast power - Pirate's treasure - Making a worm farm - A tricky party trick	- A paper bag monster - Making a pizza - How to make mud pies - How to make pepper jump	- How to yarp - How to grow trees on tiny islands - How to make a floating flower - How to make a green hairy thing	- How to make yellow jelly - How to make a coin rubbing - How to make decorated biscuits - How to make a daisy chain
Recount	- The first day of school - A newspaper report: TV zaps memory - Why me?	- Moving house - A day in my life - A brush with a shark - A newspaper report	- Our mud fight - A trip to the zoo - Shannon's journal	- Stitches in my head - A school visit - The Melbourne Zoo - The day our duck egg hatched	- Hairy Harry's haircut day - The new playground - I fell in the river - The big fish	- What I did yesterday - I remember crying - A 'thank-you' letter
Information report / factual description	- Fingerprints - Insect-eating plants - The Internet - From egg to tadpole to toad	- Boomerangs - Jupiter - Praying Mantis - Teeth	- Elephants - Tyrannosaurus - Mummies - Spiders	- Our axolotl - Whales - Dinosaurs - Bread - Polar bears	- The shapes of leaves - From the sheep to the singlet - Butterflies - Robots - Chickens	- What am I? A puzzle - My favourite toy - How cola is made - Ants
Explanation	- Why do leaves change colour in autumn? - What causes the doldrums? - What is a red giant?	- What causes earthquakes? - Where does food go? - What causes thunder and lightning?	- How are rainbows formed? - Why do stars twinkle? - Why do we feel dizzy when we spin around?	- Why can you see your breath on a cold day? - Why do moths flutter around lamps? - What are fossils?	- Why are birds' beaks different? - Why do birds sing?	- How does a plant grow? - Why we get sunburnt
Exposition / discussion	- A national disgrace - The coach's address - Writing an advertisement - Natural and processed food	- Bush dance poster - Letter to a magazine - Letter to a council youth worker	- A letter to the kids' council - Spaghetti - Sun bars	'Cats make good pets' (discussion) - Poster: Babe burgers	- What we need in the world - Lollies (discussion) - Kangaroos (poster)	"I like..." - A party invitation
LITERARY TEXTS						
Narrative	- Second-time Cinderella - The starfish story - Around the bend	- An old story with a new ending - Captured - The bags full of faults	- Why the bear has a stumpy tail - The sick camel - On the way to school - Sunblossom's story	- The ants and the grasshopper - Princess and Onk - The three little pigs - The golden hat	- The magic horse - The day Bill ran away - Albert the dinosaur - The seed that grew	- The poor woman's wish - Stuck up a tree - The scared elf - Two stories
Poetry	- Why? - Landscape - That was summer	- He was... - Acrostics - What is a million?	- Dirbs and gorts - Definitions - In my head	- Things - Autumn leaves - A poem about the senses	- Dreams - Beans, beans, beans - Over and under	- The 5 Ws - Wish - Jump or jiggle - Quiet is...
Literary recount	- Talking about me - Where do writers get their ideas?	- Along the river track - My special person	- My shed - My friend Pelican	Non	Slurpy's day	- My special place - I like hearing the crickets